

Faculty Teaching and Learning Center Interest Survey Summary Report

June 1, 2010

182 Reponses

1. How interested are you in learning about each of the following student skills through the Faculty Teaching and Learning Center?

Item	Very Interested	Interested	Somewhat Interested	Not at all interested	Total
Study Skills	41.7% 70	27.4% 46	25.0% 42	6.0% 10	168
Critical Thinking	54.7% 93	31.2% 53	11.2% 19	2.9% 5	170
Research Skills	29.7% 49	29.7% 49	27.3% 45	13.3% 22	165
Time Management	36.5% 61	29.3% 49	22.8% 38	11.4% 19	167
Motivation	54.2% 90	27.1% 45	11.4% 19	7.2% 12	166
Math Skills	23.6% 38	14.3% 23	27.3% 44	34.8% 56	161
Writing Skills	40.9% 67	33.5% 55	15.9% 26	9.8% 16	164
Reading Skills	45.5% 75	31.5% 52	13.9% 23	9.1% 15	165
Average %	41.0%	28.1%	19.3%	11.7%	1,326.0

2. How interested are you in learning about each of the following teaching and learning topics through the Faculty Teaching and Learning Center?

Item	Very Interested	Interested	Somewhat Interested	Not at all interested	Total
Designing Effective Class Discussions	40.5% 70	34.1% 59	15.6% 27	9.8% 17	173
Classroom Management Techniques	32.3% 54	28.7% 48	24.6% 41	14.4% 24	167
Course and Syllabus Design	23.4% 39	29.9% 50	26.3% 44	20.4% 34	167
Effectively Assisting Underprepared Students	41.5% 71	41.5% 71	10.5% 18	6.4% 11	171
How Students Learn (Learning Theory)	37.1% 63	34.7% 59	18.2% 31	10.0% 17	170
Assessing and Grading Students' Learning	28.8% 49	41.2% 70	17.1% 29	12.9% 22	170
Enhancing Students' Critical Thinking Skills	53.4% 93	33.9% 59	8.6% 15	4.0% 7	174
Targeting Students' Learning Styles	40.5% 68	31.5% 53	14.9% 25	13.1% 22	168
Online Teaching and Learning	32.0% 54	21.9% 37	24.9% 42	21.3% 36	169
Teaching and Learning with Technology	39.8% 68	30.4% 52	16.4% 28	13.5% 23	171
How to Motivate Students	52.1% 86	25.5% 42	15.2% 25	7.3% 12	165
Average %	38.3%	32.2%	17.4%	12.1%	1,865.0

3. How interested are you in developing each of the following professional skills through the Faculty Teaching and Learning Center?

Item	Very Interested	Interested	Somewhat Interested	Not at all interested	Total
Leadership Skills	23.4% 39	29.3% 49	22.2% 37	25.1% 42	167
Meeting Facilitation	12.9% 21	25.2% 41	28.2% 46	33.7% 55	163
Conflict Resolution	20.6% 34	27.9% 46	28.5% 47	23.0% 38	165
Project Management	15.9% 26	26.2% 43	27.4% 45	30.5% 50	164
Public Speaking	12.7% 21	23.0% 38	27.9% 46	36.4% 60	165
Grant Writing	24.3% 41	22.5% 38	22.5% 38	30.8% 52	169
Evaluating Your Own Teaching	31.5% 53	41.1% 69	13.7% 23	13.7% 23	168
Conducting Research	14.6% 24	28.7% 47	26.8% 44	29.9% 49	164
Average %	19.5%	28.0%	24.6%	27.8%	1,325.0

4. How interested are you in each of the following delivery methods for professional development through the Faculty Teaching and Learning Center?

Item	Very Interested	Interested	Somewhat Interested	Not at all interested	Total
Interactive Workshop	30.0% 51	40.0% 68	18.8% 32	11.2% 19	170
Brown Bag Presentation/Lunch-n-Learn	18.8% 32	31.8% 54	28.8% 49	20.6% 35	170
Online Tutorials	28.6% 48	30.4% 51	22.0% 37	19.0% 32	168
Guest Speakers	23.2% 39	39.9% 67	26.2% 44	10.7% 18	168
Panel Presentation	18.9% 32	34.9% 59	28.4% 48	17.8% 30	169
Semester-long Course	8.6% 14	21.6% 35	28.4% 46	41.4% 67	162
Book Club	14.5% 24	23.6% 39	26.7% 44	35.2% 58	165
Conference-Share (present what was learned at a conference with colleagues)	11.4% 19	26.5% 44	41.6% 69	20.5% 34	166
On-campus Seminar/Conference	21.9% 37	43.2% 73	21.9% 37	13.0% 22	169
Average %	19.6%	32.5%	26.9%	20.9%	1,507.0

5. How interested are you in each of the following reasons or incentives to participate in Faculty Teaching and Learning Center activities?

Item	Very Interested	Interested	Somewhat Interested	Not at all interested	Total
Earning Credit/Units on the Salary Scale	52.7% 89	20.7% 35	7.7% 13	18.9% 32	169
Enjoyment of Learning	45.3% 77	35.3% 60	12.4% 21	7.1% 12	170
Stipend	47.9% 80	25.1% 42	13.8% 23	13.2% 22	167
Professional Development	50.3% 85	33.1% 56	10.1% 17	6.5% 11	169
Career Advancement	35.2% 56	27.0% 43	16.4% 26	21.4% 34	159
Improvement as an Instructor	65.7% 111	26.6% 45	2.4% 4	5.3% 9	169
Faculty Camaraderie	38.7% 65	37.5% 63	15.5% 26	8.3% 14	168
Average %	48.1%	29.4%	11.1%	11.4%	1,171.0

6. In the space below, feel free to share any additional ideas or suggestions you have about the content of the Faculty Teaching and Learning Center.

Please see appendix for responses to this inquiry and to view all open ended responses.

Survey Background

- The survey was offered via email to all full-time and adjunct faculty during the time period of 5/6/10 - 5/25/10. During this time, faculty received weekly email reminders to complete the survey. Lastly, a laptop with a link to the survey was set up at the Faculty Teaching and Learning Center End of Semester “Just Desserts” event on 5/13/10.
- 182 responses were received, although each respondent did not rate each choice for each question. The average number of ratings received for the choices was 167.
- The survey was designed in such a way in which there were no required questions and therefore respondents did not have to respond to every question to successfully submit the survey.

Survey Analysis

- The student skills that survey respondents reported most wanting to learn about are: critical thinking, reading skills, and motivation. Critical thinking is the top-rated response since 86% of the survey respondents report being “Very interested” or “Interested” in this topic.
- Although the results indicate that there is interest in learning about many teaching and learning topics, the top three choices are: #1: Enhancing Students’ Critical Thinking Skills, #2: Effectively Assisting Underprepared Students, and #3: How to Motivate Students.
- In terms of which professional skills instructors would like to develop through the Faculty Teaching and Learning Center, the respondents’ feedback was not overwhelmingly positive for any one topic, however Evaluating Your Teaching is the highest rated skill while Leadership Skills is the second-highest rated skill, with a 20 percentage point difference between the two choices.
- Interactive Workshops, On-Campus Seminar/Conference, and Guest Speakers are the top three responses for preferred delivery methods of professional development through the Faculty Teaching and Learning Center.
- The three top-rated reasons or incentives to participate in Faculty Teaching and Learning Center activities in order from highest to lowest are: Improvement as an Instructor, Professional Development, and Enjoyment of Learning. It should be noted that 93% of the survey respondents are “Very interested” or “Interested” in “Improvement as an Instructor” as an incentive to participate in activities.

Appendix

Unadulterated open field responses to all survey questions:

1. How interested are you in learning about each of the following student skills through the Faculty Teaching and Learning Center?

Open Text Responses:
Please include practical ways these can be taught in the classroom.
Socialization and Behavioral Skills
goal setting
But I do want to know what services to which I may refer students.
Navigating the student services on campus and those available in the community.
Nutrition, fitness, motor skills, gamesmanship, body development
computer literacy
technology etiquette
responsibility for their actions
Study habits and skills
Learning to synthesize the textbook info in student's own words, although this may be a part of critical thinking.
Teaching Manipulative Skills
organization

2. How interested are you in learning about each of the following teaching and learning topics through the Faculty Teaching and Learning Center?

Open Text Responses:
Interactive or small group learning
The existence of learning styles is not empirically supported. There are no "learning styles". Please at least include an alternative framework for helping students perform. We are not serving our students; we are encouraging them to pigeonhole themselves with useless labels that limit their flexibility. ("I'm a visual learner" newsflash - we ALL are visual learners - the human brain is 40% devoted to vision or an "auditory" learner - depending on the task this may or may not be an appropriate strategy.) Learning styles are a dead end. Please address this. Some of us would feel more confident referring students to your services if we felt that what was being promoted was scientifically supportable educational strategy.
I'd like to learn how to fairly test students online for their final exams. I already teach online.
teaching the student with ADD....

3. How interested are you in developing each of the following professional skills through the Faculty Teaching and Learning Center?

Open Text Responses:
Referee skills

4. How interested are you in each of the following delivery methods for professional development through the Faculty Teaching and Learning Center?

Open Text Responses:
half-semester course or 6-week course, etc.
I work at two colleges and work for a private company part time. I have not been able to attend any of the presentations/workshops that have been offered this semester due to my schedule. Anything that allows flexibility with hectic schedules would be best.
Evening seminars for part-timers
For book club, see my suggestions below.
I teach online as a part-timer. I'm only on campus for my final exams so on campus events don't interest me.

5. How interested are you in each of the following reasons or incentives to participate in Faculty Teaching and Learning Center activities?

Open Text Responses:
I don't need a stipend but I wouldn't turn one down.
I already have a doctorate.

6. In the space below, feel free to share any additional ideas or suggestions you have about the content of the Faculty Teaching and Learning Center.

Open Text Responses:
Why not re-institute the brown bag lunches in which instructors themselves would present ideas, modified classroom lectures, use of socratic methodology and other methods to raise critical thinking skills and awareness of same. Why not have instructors present new and interesting theories arising in their fields? Why not provide a forum for engendering and supporting fruitful discussions on cross-disciplinary writing?

Thank you!
I am looking forward to not teaching this Summer - so I can learn some things at the FRC. I'm hoping to come in during the mornings
are there venues for each dept to share nuances with others?
Not all subject disciplines will have the same outcomes and or requirements. Art as contrasted to Music, Math, English or Physical Education.
As stated above, with my schedule, I have not been able to attend anything offered this semester. Not only do I teach at two colleges, one in Orange County, but I live 25 miles from the campus and work for a private company (in South Orange County) in addition to my teaching load. And I do not have a choice as without all three jobs, I would not make enough to support myself. Anything that allows flexibility with schedule would be optimal.
Places where I indicated "not interested at all" in most cases was because I have limited time to engage in these activities. It's a time factor rather than lack of interest.
Thanks for asking.
Thanks for asking.
Very interested in outreach to adjunct instructors who need the professional support and relationships that often come with full time employment. I am very interested in learning more about technology in and outside the classroom.
I have retired from full time teaching, so my interest in professional development is nil. I am still interested in learning more about how to help students learn because I am teaching part time.
All topics are of interest in order to improve teaching.
PCC is grossly underserved. Also, the current workshops are offered when I teach, so I can never go.
Would it be possible for all the faculty to read the same text one year?
Two of my favorites are _What the Best College Teachers Do_ and _Teach Like a Champion: 49 Techniques that Put Students on the Path to College_. For faculty that teach basic skills courses, we deal with students who are not prepared to be in college, so these texts will help us understand our students better.
I'm extremely pleased to see the direction this department is going in. The offerings are great. I really am excited to attend next year's events.
My outside commitments and schedule conflicts don't allow me much time to visit the FTLC!
Anything dealing with the problems of underprepared students and/or undermotivated students might be useful.